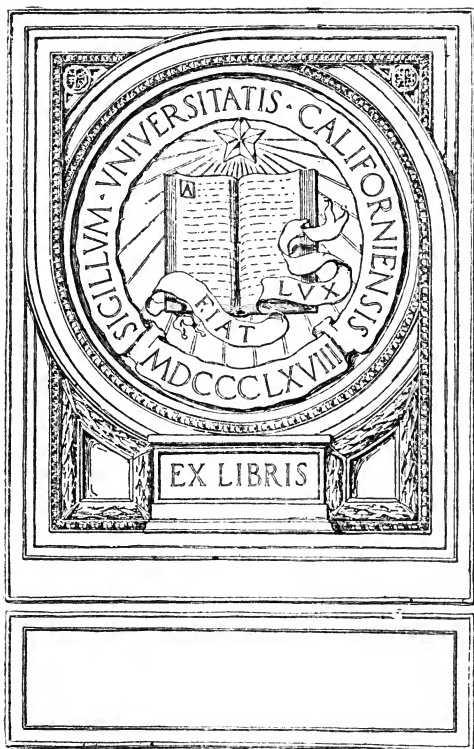


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STUDY OUTLINE SERIES

# VOCATIONAL EDUCATION AND GUIDANCE OF YOUTH

## AN OUTLINE FOR STUDY

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**THE H. W. WILSON COMPANY**  
**WHITE PLAINS, N. Y., AND NEW YORK CITY**

1917

# The Study Outline and Its Use

The series includes outlines on art, literature, travel, biography, history and present day questions.

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Lists of books are appended to most of the outlines. It would be well for the club to own some of the recommended books. Others can be obtained either from the local public library or from the state traveling library. When very full lists are given it is not necessary for any club to use all the books, but the longer list leaves more room for choice.

The best material on some subjects may be found, not in books, but in magazines. These may be looked up under the subject in the *Readers' Guide to Periodical Literature*. Magazine articles and illustrated material may be obtained from the *Wilson Package Library*. For terms see fourth page of cover.

A list of the study outlines now in print will be found on page three of this cover. For later additions to the list write to publisher.

# VOCATIONAL EDUCATION AND GUIDANCE OF YOUTH

AN OUTLINE FOR STUDY

EMILY ROBISON

UNIV. OF  
CALIFORNIA

THE H. W. WILSON COMPANY  
WHITE PLAINS, N. Y., AND NEW YORK CITY  
1917

LC 1043  
R 6

## INTRODUCTORY NOTE

The subject of vocational education and guidance of youth of public school age is so broad that a number of books will need to be used as a basis of study. If the local public or school library does not contain the books of the shorter list, the other material may be found on the subject.

Some clubs have found the method practicable of buying those books which they need for study and then presenting them to the public library. State commissions are often glad to furnish material.

The United States Bureau of Education publishes two bulletins—one on Vocational Education (1916 No. 21) and one on Vocational Guidance (1914 No. 14) which will be found of use in most programs.

The outline may be used for papers and discussion. The references at the end of each division are arranged so that anyone wanting to look up definite points might readily find them.

Dooley's "Education of the Ne'er-do-well," Davenport's "Education for Social Efficiency" or Snedden's "Problem of Vocational Education" are interesting reading on the subject in general.

E. R.

January 12, 1917

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# VOCATIONAL EDUCATION AND GUIDANCE OF YOUTH

## I

### VOCATIONAL EDUCATION

#### I. What it is.

A. Definition of vocational education.

B. Kinds.

1. Professional (will not be discussed).
2. Commercial.
3. Agricultural.
4. Industrial.
5. Household.

C. Vocational education and liberal education.

Vocation shall be the application of culture and culture shall be the halo of vocation. H. H. HORNE.

D. Vocational education and manual training.

1. Manual training not vocational.
2. Manual training may be prevocational.

E. Part of universal Education.

Within the limits of needful activities one occupation is as important as another, and a system of universal education must enrich them all, or the end will be disastrous. We need to change our views concerning what has been regarded as menial employments. DAVENPORT.

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- Davenport. Educative value of labor. *In* Education for efficiency. p. 78-89.  
 "The daily doing of needful things with regularity and efficiency is half of a liberal education."
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- Independent. 79: 150-1. Aug. 3, '14. Present educational question.
- School Review. 19: 454-65. Sept. 1911. Does the present trend toward vocational education threaten liberal culture? E. P. Cubberly.  
 —p. 466-76. R. A. Woods.  
 —p. 477-88. Discussion.  
 Presented at the meeting of the Harvard Teacher's association. March 4, 1911.

## 2. Need of vocational education.

Education is no longer a luxury. It has become a necessity for doing of the world's work. It is no longer for the edification of the few; it is for the satisfaction of the many. DAVENPORT.

### A. Need for the boy and girl.

#### 1. Purpose in life.

(The "life career" ideal.)

2. Character building.  
     Habits of industry.  
     Right habits of thought.

3. Joy in work.

The great mass of human happiness will always arise out of doing well the common things of life, and the happiness of the individual will lie in that creative genius which does to-day the same thing it did yesterday, but does it better. DAVENPORT.

4. Prevention of wasted years.  
     (In adjustment.)

#### B. Need for the community.

So great is the rivalry among nations that it has become a matter of necessity to modify the methods of education in order to have a greater number of productive citizens. M. I. EMERSON.

1. Useful citizens.
2. Prevention of waste.

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- King. The vocational interest and social efficiency. *In* Education for social efficiency. p. 199-218.
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## II

## LEGISLATION

## I. State legislation.

- A. Connecticut.
- B. Indiana.
- C. Maine.
- D. Massachusetts.
- E. New Jersey.
- F. New York.
- G. Pennsylvania.
- H. Wisconsin.

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- United States. Commissioner of Education. Report 1915, 1: 242-44. Legislation in Maine.
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- United States. Commissioner of Education. Report 1915, 1: 233-35. Legislation in Wisconsin.
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- Indiana. State Board of Education. First Annual Report on vocational education, (1904), p. 169-172. The spirit and purpose of the new vocation law and types of vocational schools to be established under the law.
- United States. Bureau of Education. Bulletin. 1914. No. 37. p.14-31. The laws of the states on education for the home, by states. B. R. Andrews.

United States Bureau of Education. Bulletin, 1916, No. 21, p. 157-59. Digest of states that provide state aid for a more or less state-wide system of vocational education.

## 2. Federal legislation.

### A. History of proposed federal legislation.

1. Page bill.
2. Smith Hughes bill.<sup>1</sup>

### B. Need of federal legislation.

At the last session of Congress a bill was passed by the Senate which provides for the promotion of vocational and industrial education which is of vital importance to the whole country because it concerns a matter too long neglected, upon which the thorough industrial preparation of the country for the critical years of economic development immediately ahead of us in a very large measure depends. PRESIDENT'S ADDRESS TO CONGRESS, DEC. 5, 1911.

1. To share the burden of expense of establishing schools.
2. To stimulate the development of vocational education.

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- Gives the majority report of the Referendum committee and summary of arguments against the committee's recommendation for federal aid. Special bulletin, June 2, '16, gives detailed statement of vote by the chambers of commerce throughout the United States.

<sup>1</sup> The Smith-Hughes bill finally passed at the last session of the 64th Congress, March, 1917.

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## III

## INDUSTRIAL EDUCATION

*The subject of industrial education is so broad and the interest concerned so vast and so varied that no single writer can hope to bring to its discussion that complete knowledge which is necessary to the rational and final solution of a difficult problem.*—DAVENPORT.

I. Why industrial education for the boy and girl?

Now if every individual is to contribute by means of his work to the general welfare of the community, our first business must be to provide him with the best opportunities of developing his skill and capacity for work. KERSCHENSTEINER.

A. Passing of the apprentice system.

B. Modern factory conditions.

1. Specialization or minute divisions of labor.
2. "Blind alley" occupations.

C. Lack of skilled workers.

D. Employers cannot adequately train workers.

1. Expense of time and labor.

Workers do not stay in same shops and factories.

Lack of facilities in shops and factories to teach all subjects needed to comprehend modern industrial methods.

E. Child who does not take to book-learning.

1. Motor minded child.
2. Child retarded in grades.
  - a Through illness.
  - b Changing schools.
  - c Lack of interest.



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"The introduction of machinery and the establishment of the factory system have made necessary a readjustment of the work both of men and women, and in the long run it has meant the breaking down of old customary lines of delimitation between women's work and men's work."

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Condensed from same article in *S. Am. S. Mr.* 13, '15. p. 170.

## 2. Industrial education systems abroad.

### A. Belgium.

1. Aims.
2. System.

**B. England.****1. Aims.**

Britain aims at individual excellence partly by offering many avenues of training and many chances for willing and persevering workers to climb all sections of the industrial ladder.

**2. Forms of schools.**

*a* London.

*b* Birmingham

*c* Edinburgh.

**C. France.****1. Aims.**

France aims at industrial excellence partly by the training of highly skilled experts and partly by the training of those who should become the best foremen.

**2. Forms of schools.**

Paris.

**D. Germany.****1. Aims.**

Germany aims at the building up of a great industrial nation partly by the thorough training of the leaders as experts, partly by the training of middle grade workers, such as draftsmen and foremen, as thoroughly accurate and careful managers and partly by the training of all grades of workmen and mechanics as skilled craftsmen and good citizens.

**2. Day trade schools.****3. Continuation schools.**

*a* Bavaria.

Munich.

*b* Prussia.

Berlin.

*c* Württemberg.

## E. Switzerland.

## I. Aims.

Here . . . we see a harmonious cooperation of labor, capital, legislative bodies, and educational authorities for the upbuilding of efficient citizenship and national prosperity. WEEKS.

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## IV

## INDUSTRIAL TRAINING FOR GIRLS

## I. The training girls need in industries.

If the boy of the working classes is badly off for industrial training, his sister is in a far worse case. Women are in most of the trades followed by men, and the number of this army of working, wage-earning women is legion. They are not trained at all and are so badly paid that as under-bidders they perpetually cut the wages of men.  
ALICE HENRY. TRADE UNION WOMAN.

## A. Training for the skilled worker.

## I. Openings for girls in skilled trades.

- a* Dressmaking.
- b* Millinery.
- c* Printing trades.
- d* Silver and gold work.
- e* Watch making.

## B. Training for immediate work.

What we have to beware of is that this industrial work, this "honest toil," does not degenerate into drudgery. KERSCHENSTEINER.

## I. Chances girls have for advancement in factories and mills through training.

- a* Garment trades.
- b* Shoe factories.
- c* Textile mills
  - 1. Knitting.
  - 2. Cotton.
  - 3. Silk.
  - 4. Woolen.

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United States. Bureau of Education. Bulletin, 1913 No. 17. A trade school for girls: a preliminary investigation in a typical manufacturing city.

2. Some schools which teach girls trades.

Life without industry is guilt, and industry without art is brutality. RUSKIN.

A. Boston School of practical arts.

B. Manhattan Trades school for girls.

A real trade school intensively teaching the practical knowledge of trades and efficiently training its pupils in manipulative skill will put on the road to economic independence and civic usefulness boys and girls whom the regular schools can never reach. W. STANWOOD FIELD, SCHOOL AND SOCIETY, JUNE 17, 1916.

C. Washington Irving high school.

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- Washington Irving High School.
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- Review of Reviews. 50:200-5. Aug. '14. Training city-bred girls to be useful women: Washington Irving High School.



## V

## SOME AMERICAN SCHOOLS WHERE BOYS LEARN TRADES

*The epic is verily not "Arms and the Man, but Tools and the Man"—an infinitely wider kind of epic.—CAR-  
LYLE. PAST AND PRESENT.*

## I. Two interesting private schools.

## A. Thompson Island Farm and Trades School.

"A private school for boys of limited means supported by endowments, tuition fees and subscriptions."

## B. David Ranken, Jr., school of mechanical trades.

In these days of automatic machinery and high specialization a broad, sound training in the fundamentals of a trade is something the boy does not easily find, but it is something the boys of America must have if this country is to maintain its old standing as a country in which ingenuity and inventiveness abound. EDITOR, ST. LOUIS REPUBLIC, JUNE, 1916.

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The David Ranken Jr. School of Mechanical Trades. (St. Louis) Annual Catalog. 1916-17.

The Farm and Trades School. Report of the board of managers of the farm and trades school, Thompson's Island. 1916.

Gives an historical summary and description of its work.

National Society for the Promotion of Industrial Education. Bulletin 20. p. 134-143. The recognition of industrial education for apprentices by organized labor. Lewis Gustafson.

I shall confine myself to this topic only so far as it relates to the Ranken School.—Gustafson.

Boston Evening Transcript, Saturday, Mar. 14, '14. Farm and Trades School's 100 years.

Reprint secured from the Thompson Island Farm and Trades School.

Boston Sunday Globe. Mar. 22, '14. Centennial of farm and trades school.

Reprint. Thompson Island Farm and Trades school.

Outlook. 100: 734-40. July 28, '15. A vocational school a hundred years old. H. Addington Bruce.

Survey. 25: 674-6. Jan. 21, '11. Ranken trades school at St. Louis.

## 2. Some public trade schools.

A. Cincinnati (O.).

B. Fitchburg (Mass.).

C. Milwaukee School of trades for boys.

D. Albert G. Lane Technical High School (Chicago).

### *References*

Carlton. Milwaukee School of trades. *In* History and problems of organized labor. p. 456-57.

Dewey. Education through industry. (Cincinnati). *In* Schools of To-morrow. p. 278-86.

Hunter. W. B. The Fitchburg plan. *In* Leavitt. Examples of industrial education. p. 202-208.

Leavitt. Lane Technical high school, Chicago. *In* Examples of industrial education. p. 155-174.

Leavitt. Milwaukee public school of trades. *In* Examples of industrial education. p. 176-181.

National Education Association. Proceedings. 1913. p. 190-97. Cincinnati continuation schools. E. R. Roberts.

National Education Association. Proceedings. 1914. p. 171-5. School and Shop—work and study. Randall J. Condon. Cincinnati continuation and part time schools.

Taylor. The Fitchburg school. *In* Handbook of vocational education. p. 68-71.

United States. Commissioner of Education. Report 1915. Vol. I. p. 36-39. Cincinnati.

United States. Commissioner of Labor. Report 1910. Fitchburg high school. p. 187-90.

United States. Commissioner of Labor. Report 1910. p. 134-37. Milwaukee school of trades.

School Review. 19: 289-94. May '11. Industrial education in Cincinnati.

World's Work. 21: 14265-75. April '11. Half time at school and half time at work. F. P. Stockbridge. At Cincinnati.

World's Work. 25: 695-8. April '13. Teaching real life in school. W. B. Anthony. Fitchburg public schools.

## VI

## CO-OPERATION OF AGENCIES IN FURNISHING INDUSTRIAL EDUCATION.

## I. The employer of child labor and the schools.

## A. The school in the factory. Apprenticeship schools.

## 1. When employer furnishes material, time and teachers.

Advantages.

Disadvantages.

## 2. When teaching force is supplied by other agency.

## B. Part time continuation schools.

## 1. How the time is divided.

## 2. Advantages to employer.

*References*

Dean. Co-operative system of industrial training. *In* Worker and the state. p. 211-42.

National Education Association. Proceedings. 1914:602-7. Use of the factory and office buildings in New York City for vocational education. J. H. Haaren.

National Education Association. Proceedings. 1914. p. 614-18. Apprenticeship and continuation schools of Milwaukee, Wisconsin. R. L. Cooley.

Smith. Selecting the course. *In* Establishing trade schools. p. 79-90.

Shows cooperation of both employer and employee. The subjects treated are advisory boards, trade agreements, examples of trade agreements of employers and trade unions with the school.

Snedden. Cooperation of agencies in vocational education. *In* Problem of vocational education. p. 38-41.

Taylor. The shop *vs.* the trade school. *In* Handbook of vocational education. p. 83-85.

Annals of the American Academy. 57. p. 178-181. Sept. '16. Continuation schools. A. J. Jones.

Manual Training. 17:305-7. Dec. '15. Where should coöperation end? editorial comment.

National Society for the Promotion of Industrial Education. 21. p. 633-36.

"Any comprehensive scheme of industrial education like Minneapolis to be efficient and enduring must command the respect and support not only of employers and employees individually, but of organization of employers and employees."

## 2. The labor unions and industrial education.

The organizations constituting the American Federation of labor have been for years engaged in the work of systematically providing industrial education to their members. . . . It is eager to cooperate actively in instituting industrial education in our public schools. SAMUEL GOMPERS.

### A. Trade agreements for the promotion of industrial education.

#### 1. Some examples.

Unskilled trades.

Skilled trades.

#### 2. Value.

### B. Cooperation in outlining trade studies.

### *References*

Carlton, Frank Tracy. Government and policies of Labor organizations. *In* History and problems of organized labor. p. 95-154.

For those who wish to study further possibilities of co-operations with labor unions.

Henry, Alice. The trade union and industrial education. *In* The Trade union woman. p. 209-11.

National Education Association. Proceedings. 1914:607-14. Trade agreements. *In* Industrial education of apprentices in Chicago. W. M. Roberts.

National Education Association. Proceedings. 1910:265-73. Trade unions and industrial education. W. B. Prescott.

National Society for the Promotion of Industrial Education. Trade understandings. *In* Report of the Minneapolis survey Bulletin 21, p. 672-77.

National Society for the Promotion of Industrial Education. Bulletin 22. p. 325-34. Relation of the pre-vocational school to the rest of the school system. R. C. Kelso. Tells of the different trade agreements in force in Rochester, N. Y.

National Society for the Promotion of Industrial Education. Bulletin 22. p. 347-61. Trade agreements and industrial education.

Manual Training. 16:329-39. Feb. '15. Industrial education and the American federation of labor. Samuel Gompers.

## VII

## COMMERCIAL EDUCATION

*Business has to do with four important processes—the production, preparation, distribution and consumption of commodities.*—LAPP AND MOTE. LEARNING TO EARN.

## 1. Need of special training for business.

Education for business . . . addresses itself to the everyday needs of the manufacturer, merchant, transporter and banker in quite the same way as the good physician goes about to diagnose our ills. Its mission is to facilitate the four great commercial processes. LAPP AND MOTE.

## A. Clerical work.

1. Bookkeeping.
2. Stenography.
3. Typewriting.
4. Filing and records.

## B. Salesmanship.

1. Department stores.
2. Other forms.

## C. Advertising work.

*References*

- Eaton and Stevens. Commercial training for girls. p. 169-180.  
Lapp and Mote. Business and its educational needs. *In* Learning to earn. p. 116-42.  
O'Leary. Vocational training for department store workers. *In* Department store occupations. p. 82-88; 97-100.  
Stevens. General view of Commercial work. *In* Boys and girls in commercial work. p. 33-43.  
Weaver. Salesmanship. *In* Profitable occupations for girls. p. 107-113.  
United States Bureau of Education. Bulletin, 1916, No. 25, p. 39-41. Modern Business and commercial education. Isaac Grinfield.  
United States. Bureau of Labor Statistics. Bulletin. 162: Analysis of occupations in department stores of Richmond. *In* Vocational survey of Richmond. p. 227-238.

## 2. Commercial education, past and present.

## A. Abroad.

## 1. Germany.

*a* Lower commercial schools.*b* Secondary commercial education.

## 2. England.

## 3. France.

## B. Our early commercial schools.

1. Adventures in business.

2. Lack of test of training.

## C. New ideals in commercial education.

The chief aim of commercial education should be to produce the highest possible degree of efficiency to increase production, to make a just distribution in commercial labor, to make self-respecting, self-supporting, and contributing members of society, and thereby to help in promoting social justice to all mankind. E. NEWTON SMITH.

1. Importance of moral training in commercial education.

2. Need of "all around" intelligence.

3. Specialization.

*References*

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- Journal of Political economy. 21: 221-42. Mar. '13. Education for business. Boston high school of commerce.

## VIII

## AGRICULTURAL EDUCATION

## 1. The value of agricultural education.

There is virtue yet in the hoe and the spade,  
for learned as well as for unlearned hands.  
EMERSON. THE AMERICAN SCHOLAR.

## A. To the boy and girl on the farm.

1. Monetary gain in training.
2. Seeing opportunity in the land.
3. Broadening the horizon.
4. Prevention of drifting city-ward.  
"As the twig is bent, the tree is inclined."

## B. To "outdoor-loving" children not on farms.

1. A chance at success.

*References*

Davenport. Agriculture in the high school. *In* Education for efficiency. p. 124-135.

National Education Association. Proceedings. 1910. p. 1094-98. The place of agriculture in the public schools. G. F. Warren.

Reprinted. *In* Leak. Means and Methods of agricultural education. p. 119-21.

"In our farm-management investigations, we have incidentally secured some very emphatic figures on the value of high school education of farmers."

National Education Association. Proceedings. 1915. p. 193-99. Agricultural education. J: H. Waters.

## 2. History of development of agricultural education.

## A. Agricultural education of youth abroad.

1. England.
2. Germany.
3. Norway.
4. Sweden.
5. Switzerland.



## B. Agricultural training in the United States.

1. Introduction of vocational agricultural studies in the schools.
2. Consolidated agricultural schools.

## C. Agricultural extension work in rural schools.

1. Corn and potato clubs.
2. Poultry clubs.
3. Institutes.
4. Exhibits or school fairs.

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- United States. Commissioner of education. 1915. v. I, p. 295-302. Agriculture in elementary schools, agriculture in secondary schools. A. C. Monohan.
- United States. Bureau of Education. 1914 No. 8, p. 11-17. Massachusetts home project plan of vocational agricultural education.

## IX

## HOUSEHOLD ARTS

*Many people think of work as a necessary something, disagreeable rather than agreeable, but on the contrary it is certainly one of life's most permanent and substantial satisfactions and delights.*

1. Historical development of aims and training in Household arts.

A. America.

1. Three American leaders in domestic economy.
  - a Mrs. Emma Hart Willard.
  - b Miss Catherine Beecher.
  - c Mrs. Harriet Beecher Stowe.
2. Ellen H. Richards.
3. Household arts in the public schools.
  - a As "manual training" in liberal education.
  - b As vocational subjects.

B. Abroad.

1. Comparison of aims of the various countries in teaching household arts.

*References*

- Hunt. Lake Placid Conference. Home economics movement. *In* Life of Ellen H. Richards, p. 259-99.  
The entire volume is interesting reading.
- Monroe. Cyclopedia of Education. v. 3, p. 318-331. Household arts in education.
- National Education Association. Proceedings. 1913. p. 184-9. Home-school—an experiment in household education. R. J. Condon.
- United States. Commissioner of Education. 1914. v. 1, p. 321-25. Education for the home.  
Fundamental principles; the elementary school; the high school; rural schools.

United States. Bureau of Education. Bulletin, 1914. No. 36. p. 10-12. Early domestic economy movement. *In* Education for the home. B. R. Andrews.

Short account of the work of Mrs. Willard, Miss Beecher, and Harriet Beecher Stowe.

Good Housekeeping. 50: 9-10. Jan. '10. Home science in New York. M. R. Ormsbee.

Good Housekeeping. 50: 225-31. Feb. '10. Home science in California. Margaret Marshall Doyle.

Good Housekeeping. 50: 732-38. June '10. Home economics in Massachusetts. F. Stern.

## 2. Value of training in household arts.

### A. For improvement of home life.

Domestic economy as a wage-earning vocation cannot be taught too thoroughly, but what every girl is entitled to have from the public school during her school years is a "short course" in the simple elements of domestic economy, with opportunity for practice. It is nothing so very elaborate that girls need, but that little they need so badly. Such a course has in view the girl as a home maker, and is quite apart from her training as a wage-earner. HENRY. TRADE UNION WOMAN.

### B. The girl in industry.

1. Garment trades.
2. Millinery.
3. Textile mills.
4. Art industries.

### C. Length of service of girls in industry.

### D. Proportion of women who marry.

### E. Training the consumer.

She looketh well into the ways of her household. PROVERBS 31: 27.

1. Women buy most of life's necessities.

2. Training in standards of beauty, honesty, fairness in price, production of article without injury to health and morals of the producer.

### *References*

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- United States. Bureau of Education. Bulletin. 1915. No. 1. p. 7-10. Home making a universal trade. The standard of comfort in the home; why the vocational school must teach cooking. I. P. O'Leary.
- Outlook. 101:536-40. Jl. 6, '12. How shall we learn to keep house? M. B. Bruere.
- Survey. 30:188-92, May 3, '13. Housekeeping centers in settlements and public schools. M. H. Kitteredge.

## X

## HISTORICAL DEVELOPMENT OF VOCATIONAL GUIDANCE.

*The overcrowding of the traditional occupations such as law, medicine, and clerical pursuits, shows what little effort society makes to direct talent into its possibly most appropriate opportunities. Communities obviously should organize such incentives and guidance as will awaken interest in other occupations just as commendable and perhaps more promising than those into which the majority of our young people drift.*—COMMITTEE ON VOCATIONAL EDUCATION OF THE N. E. A.

## I. Our first vocational guidance bureaus.

## A. New York.

1. The "father" of vocational guidance.
2. Establishment of aid committees.
3. Purpose.
4. Growth.

## B. Boston—Vocation Bureau.

1. Frank Parsons.
2. Purpose of the Bureau.  
Six general aims.
3. What it does now.

*References*

- King. Boston vocation bureau. *In* Education for social efficiency. p. 222-31.
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- Monroe. Cyclopedia of Education. 3. p. 741. Boston Vocational Bureau.
- Parsons. The Vocation Bureau (of Boston). *In* Choosing a vocation. p. 91-92.
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Definition of vocational guidance.

Vocation Bureau of Boston. Vocational guidance and the  
work of the Vocational Bureau of Boston.

Outlook. 98:989-97. Aug. 26, '11. Business men in the mak-  
ing. F. M. White.

Tells of Eli W. Weaver and his work of vocational guid-  
ance in Boston. Frank V. Thompson.

School Review. 23:105-12. Feb. '15. Vocational guidance in  
Boston. Frank V. Thompson.

## 2. Vocational guidance abroad.

### A. British Isles.

#### 1. Birmingham (Juvenile Labor Exchange).

Nowhere in England will be found a more in-  
telligently executed plan of helping children start  
in life than in the city of Birmingham. BLOOM-  
FIELD.

#### 2. London (Advisory Boards).

#### 3. Edinburgh.

### B. Germany. (Placement and follow-up work.)

#### *References*

Bloomfield. Vocational guidance and employment in Bir-  
mingham. *In* Readings in vocational guidance. p. 679-703.

U. S. Bureau of education bulletin. 1914. No. 4. The  
school and the start in life. Meyer Bloomfield.

Bloomfield. Vocational guidance in Germany. *In* Youth,  
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United States. Bureau of Education. Bulletin. 1913. No. 57.  
Juvenile employment, I. L. Kandel. *In* Elementary educa-  
tion in England. p. 151-156.

United States. Bureau of Education. Bulletin. 1914. No. 14.  
p. 31-33. Lessons Europe has for us. Meyer Bloomfield.

Journal of Political Economy. 21:243-54. Mar. '13. Indus-  
trial training and placing of juveniles in England. H.  
Winefrid Jevons.

## XI

## VOCATIONAL GUIDANCE IN THE PUBLIC SCHOOL

*The most fruitful field of vocational guidance like that of vocational education is the public school.*—COMMITTEE ON VOCATIONAL EDUCATION OF THE N. E. A.

## I. The child who does not reach high school.

## A. Necessity of assistance.

1. Not enough good jobs.
2. Work of 14-16-year-old child not valuable.
3. Child not old enough to choose wisely.
4. Parents not able to help and watch over conditions.

## B. Placement work and employment supervision.

The unjustifiable lack of educational supervision during the first years of factory work makes it quite impossible for the modern educators to offer any real assistance to young people during that trying transitional period between school and industry. The young people themselves who fail to conform can do little but rebel against the entire situation. JANE ADDAMS. SPIRIT OF YOUTH IN THE CITY STREETS.

1. The child's characteristics and aptitudes.
2. Help during early years of school.
3. Showing children opportunities for continuing education after leaving.
4. Giving children knowledge of principal occupations of the community.
5. Establishment of juvenile employment bureau under direct control of school and working in cooperation with industries.

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- United States. Bureau of Education. Bulletin, 1914. No. 14. p. 59-64. Guidance by the development of placement and follow up work. S. P. Breckenridge.
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- Scientific American Supplement. 79:170-1. Mar. 13, '15. Educational scrap heap and the blind alley job, L. W. Wooley. Same article condensed *in* Scientific American 102: p. 247. Mar. 13, '16.



Scientific American Supplement. 79:275. May 1, '15. Why vocational guidance? B. C. Gruenberg.

2. Vocational guidance through the continuation school at Cincinnati.

True vocational guidance does not commit a person inalienably to a single vocational possibility. H. D. KITSON.

- A. Compulsory school attendance.
- B. Selection by child of the studies.
- C. Studies.

*References*

United States. Bureau of Education. Bulletin, 1914. No. 14. p. 67-72. Continuation schools of Cincinnati as a means of vocational guidance. E. D. ROBERTS.

Guidance through prevocational work as illustrated by the Gary system might be used instead of this paper and omitted from program XV.

## XII

VOCATIONAL GUIDANCE IN THE PUBLIC SCHOOL—  
(Continued)

*The world's work may be done far more efficiently, in much less time than is now consumed, and with much greater personal satisfaction, by the distribution of human capacity which will enable each to contribute his reasonable maximum of vocational service. The school is our deliberately organized means to bring about this efficiency in human endeavor.*—F. G. BONSER.

## I. Vocational information and guidance.

- A. For children with 2-4 years of high school education.
- B. Interest of child not a reliable guide.
- C. Need of information.
- D. Purpose of guidance.
- E. The child on the way to higher education.

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- United States. Bureau of Education. Bulletin, 1914. No. 4. School and employment. p. 127-133.
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Reprinted in Bloomfield. Readings in vocational guidance. p. 103-108. Excerpts in U. S. Commissioner of Education. Report 1915, v. 1, p. 264-65.

School Review. 23:687-96. Dec. '15. School phases of vocational guidance. F. M. Leavitt.

## 2. Courses in vocational guidance.

### A. Grand Rapids (Michigan).

The school and public library afford the laboratory for work done in vocational and moral guidance, whatever plan may be followed. DAVIS.

### B. De Kalb (Illinois).

### C. Middleton (Connecticut).

#### *References*

Davis. Vocational and moral guidance.

"This manual of vocational and moral guidance is prepared in response to a demand for more detailed information regarding the work that was originated by the writer in the Central High School of Grand Rapids, Michigan."

National Education Association. Proceedings. 1912, p. 713-8. Vocational and moral guidance thru English composition in the high school. J. B. Davis.

Outline of course at Grand Rapids, and testimony of students and teachers concerning it.

National Education Association. Proceedings. 1912, p. 1267-73. Use of the library in vocational guidance. J. B. Davis.

"In the new era of public education just beginning, we shall expect the library to take its proper place, and to assume full responsibility in helping the American youth to find a life of true happiness and real success."

School Review. 23:175-80. Mar. '15. Vocational information for pupils in a small city high school. W. A. Wheatley. Describe the course given at Middleton, Connecticut.

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Description of vocational guidance in the De Kalb township high school.

## XIII

## VOCATIONAL GUIDANCE

## I. The vocational counselor.

Where no counsel is, the people fall; but in the multitude of counsellors there is safety. PROV-  
ERBS II:14.

## A. What he does.

## B. Qualifications.

For this significant work let us have men and women of the best possible professional training, that their efficiency may be in proportion to their responsibilities. F. G. BONSER.

## 1. Information.

## 2. Personal qualifications.

## C. His advisors.

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Survey. 30: 183-88. May, '13. Vocational counselor in action.  
M. Bloomfield and L. F. Wentworth.

2. Value of vocational guidance to the school.

A. Basis for practical test of teaching.

B. Basis for criticism by community.

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Guidance by the development of placement and follow up  
work: from the point of view of learning. p. 63-64.

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p. 16-26. The larger educational bearings of vocational  
guidance. G. H. Mead.

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vocational guidance. p. 43-55.

## XIV

## SURVEYS FOR VOCATIONAL EDUCATION AND GUIDANCE.

## 1. What the survey is.

## A. Kinds of survey.

1. School surveys.
2. Surveys of groups of young workers.
3. Surveys of particular industries.
4. Vocational education surveys of cities.

## B. The facts wanted in surveys.

Material on this subject may be found in the references at the end of this program.

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Shaw. Industrial information. *In* The building trades. p. 79.  
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Manual Training and Vocational Education. 17: 372-76. Jan. '16. Bibliography of surveys bearing on vocational education.

The four types of surveys are briefly described on p. 372-74. The bibliography which includes articles printed up to Oct. 1915 is excellent.

## 2. How surveys are made.

## A. Cooperation of many agencies with the expert.

1. Part various agencies can take.

## B. Value of publicity.

## C. Use of information already gathered.

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## XV

## INTRODUCTION OF VOCATIONAL EDUCATION IN THE GRADES.

## I. The time to begin vocational education.

## A. Possibility of vocational education in the elementary grades.

1. Age distribution of children in the elementary grades.
2. Holding the child's interest.

Whatever we have an interest in, we enjoy doing, and that is the reason why well-adapted work, in the long run, is the most certain, if not the greatest of human delights. GEORGE VAN NESS DEARBORN.

## B. The question of vocational education in the grammar school.

## I. Purpose of beginning in the 6th-8th grade.

Education must be planned so seriously and definitely for those two years between fourteen and sixteen that it will be actual trade training so far as it goes, with attention given to the condition under which money will be actually paid for industrial skill; but at the same time, that the implications, the connections, the relations to the industrial world will be made clear. JANE ADDAMS.

*a* Arousing interest in school work.

*b* Helping the child who may have to work early.

## C. Prevocational education.

Most of that which has been written about "joy in work" has referred to some kind of laborious manual work. It should be remembered that, for many individuals, intellectual work is laborious and that it is quite necessary to find some way of making it joyous. The new educational program provides for the bringing together in actual realization the necessity for hard work and the joy in its accomplishment. LEAVITT AND BROWN.



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A. Ettinger plan.

B. The Gary plan.

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## XVI

## VOCATIONAL EDUCATIONAL AND THE HIGH-SCHOOL.

## I. Vocational education in the high school.

## A. Separate courses in the same building.

I would have it so that in a company of American citizens one cannot tell by the dress, the manners, or the speech what is the occupation of the individual. To this end let there be few schools with many courses, not many schools with few courses. DAVENPORT. EDUCATION FOR EFFICIENCY.

## B. Special high schools of trades and vocations.

The vocational school has not fulfilled its complete function until it helps the boys and girls as completely as may be to adjust their lives to their environment. F. W. ROMAN.

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## 2. Public vocational schools under separate control.

A. Reasons for desiring separate control.

B. Reasons for having single control.

To segregate any class of people from the common mass, and to educate it by itself and solely with reference to its own affairs is to make it narrower and more bigoted, generation by generation.  
DAVENPORT.

1. Dependence upon cultural work of lower grades.

2. Dependence upon the mechanical training of the lower grades.

C. When separate control has been found desirable.

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## XVII

## LOCAL PROGRAM.

## I. What our state does for vocational education.

- A. Brief review of legislation.
- B. Forms of helps obtained through state officers.
- C. Comparison with neighboring states.
- D. Comparison with states of same wealth.
- E. Comparison with state with same general interest.

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Manual Training and Vocational Education. 17:37-78. Pennsylvania continuation schools. W. E. Hackett.

2. What is being done for vocational education in my locality.

A. The peculiar conditions of the community.<sup>1</sup>

1. Southern states with problems of the negro but not of the immigrant.
2. Communities with large unassimilated foreign population.
3. Manufacturing centers.
4. Rural communities.

B. Facts from the assessor's book or school records.

1. Number of children under sixteen in school.
2. Number of days a year that the children under sixteen who are "in school" average in school.
3. Number of children under sixteen and of school age who are not in school.
4. Are the children from six to the minimum required school age in school, or being taught at home? (Sometimes the late entrance of untaught children at school is the cause of grade retardation and resulting "elimination.")
5. What the children who are not in school do.
  - a The "future" in their employments.
  - b Do they work in clean places?
  - c Is the work such that shortens the lives of the employees?

The heads under which the locality comes will determine section C of the local program. All communities have need for some household arts.



C. As intelligent and enlightened members of the community, what practical things can we do to further vocational education and guidance?

What, then, are we going to do about it? How deeply are we concerned that this labor shall not result to the detriment of the child, and what excuse are we making to ourselves for thus prematurely using up the strength which really belongs to the next generation? Of course, it is always difficult to see the wrong in a familiar thing; it is almost a test of moral insight to be able to see that an affair of familiar intercourse and daily living may also be wrong. JANE ADDAMS.  
NEWER IDEALS OF PEACE.

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GENERAL EDUCATION BOARD. Account of its activities. 1902-1914. General Education Board, N. Y. 1915.

<sup>1</sup> Some of these books do not bear entirely upon vocational education. They are such books as find a place in good libraries. The books on vocational education in this list have not been used extensively in the outline. If the library owns them, they will be found useful.

GILLETTE, JOHN MORRIS. Vocational education. American Book Co., N. Y., 1910. \$1.

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Professor King is at the University of Iowa.

KING, IRVING. Social aspects of education; a book of sources and original discussions, with annotated bibliographies. Macmillan Co., N. Y. 1912. \$1.60.

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"A book based largely on the results obtained in an experimental industrial class conducted by the University of Chicago and in prevocational classes of the Albert G. Lane technical high school of Chicago."—*Bk. Review Digest*.

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Also bound with Snedden. Problem of vocational education and Cubberly Improvement of Rural schools with the title Vocational education, its theory, administration and practice.

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